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ABSTRACT

The purpose of this study was to analyze professional art librarian position announcements. Using the methodology of content analysis, 157 position announcements appearing in 4 major journals, "American Libraries," "Library Journal," "College and Research Libraries News," and "ARLIS/NA Update" from 1990 through 1994 were reviewed. The best source for searching for art library positions was found to be ARLIS/NA Update, which contained more than half of the total advertisements. Geographically, jobs are most likely to be located in the Middle Atlantic or the South Atlantic regions of the United States. An MLS degree, usually specified as being from an ALA accredited institution, generally is required no matter what type of art library position is offered and most positions also require graduate or undergraduate degrees in some field of art. Most art libraries did not require applicants to have skills with specific automated systems; however, practically all position descriptions required or preferred some years of previous work experience. Other skills and competencies of applicants of a more personal or attitudinal nature were listed in over half of the position descriptions. Two additional characteristics of the position announcements were revealed: the position titles in the advertisements do not always reflect the responsibilities assigned to the positions and the responsibilities advertised were not necessarily in the experiences they required. An appendix provides the coding outline for categorizing variables from position announcements. Fifteen tables provide further information. (Contains 28 references.) (AEF)

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THE ART LIBRARY JOB MARKET, 1990-1994: AN ANALYSIS OF POSITION ANNOUNCEMENTS

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Mary Maloney-Rose

July, 1995

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Abstract

The purpose of this study is to analyze professional art librarian position announcements. Using the methodology of content analysis, position announcements appearing in three major journals (American Libraries, Library Journal, College and Research Libraries News, and ARLIS/NA Update) from 1990 through 1994 were reviewed. The specific characteristics of those positions were examined, analyzed, and described using text and tables. From this research, a greater understanding of the educational attainments, experience, and knowledge base required or expected of art librarians in the United States was gained. Also gained was information about the geographic pattern of positions, what types of institutions are offering positions, and what specific types of positions are available. This study contributes to the literature on position announcements, provides an awareness of current trends in the profession and perhaps thereby suggests future trends, and also may guide those responsible for new staffing at art libraries.

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THE ART LIBRARY JOB MARKET, 1990-1994: AN ANALYSIS OF POSITION ANNOUNCEMENTS

INTRODUCTION--STATEMENT OF THE PROBLEM

As one of the many types of special libraries, the art library serves a distinctive clientele--artists, art historians, art educators, art collectors, art dealers, curators and museum professionals, designers, art critics--all with particular needs for specialized reference and research materials devoted to the fine arts. A professional librarian responsible for the art library's operations and collections must have specialized knowledge of the history, techniques, and literature of various art forms and the skills associated with library and information science. Insight into the diversity of knowledge required of the art librarian is offered by Wyngaard, who writes: "The art librarian serves people who create art, people who study art, and people who use art. To effectively work with this diverse group of patrons in such a wide variety of subject areas, the art librarian must be well trained indeed." (Wyngaard, 1993, p. 5) However, the qualifications expected of art librarians (as reflected in position announcements) have not been examined in any systematic or detailed fashion.

REVIEW OF THE LITERATURE

Searching Library Literature, Information Science Abstracts, Library and Information Science Abstracts, and ERIC revealed an

explosion of studies during the last two decades using content analysis to examine library position announcements. These studies typically analyze factors such as educational qualifications, amount and type of work experience, computer skills and technological abilities, location of positions, and salaries. Position descriptions in the academic library and in some types of special libraries have received extensive study, but the art library has been neglected.

Studies of position descriptions in medical and health science libraries were among the first to employ content analysis. One early study by Palmer, published in 1978, focused on advertisements for medical library professionals in the MLA News between 1961 and 1977 (Palmer, 1978). The factors he selected for study were the number of positions advertized, the salaries listed, and the listing of computer-based reference services and audiovisual or multimedia services in the advertisements. He determined that the dramatic changes medical librarianship experienced during the study period were reflected in the job advertisements. The number of positions offered increased strongly from 1961 to 1977, salaries rose with inflation, a much greater interest in computer-based reference services appeared over time, and the mention of audiovisual or multimedia services proliferated, especially from 1971 to 1977. A second examination of the qualifications of health science librarians as advertized in MLA News in 1977 and 1978 was published in 1980 by Schmidt and Swanton (Schmidt and Swanton, 1980). The authors included a number of variables on the coding

form used to examine these qualifications: type of position, location, years of experience required, academic degrees held in addition to the MLS and health science librarian coursework taken, Medical Library Association certification requirements, and on-line experience. In 1987, Stroyan produced a similar but enhanced version of this study to determine whether MLA certification had become a more frequent requirement in advertizing since 1980 (Stroyan, 1987). She discovered that MLA certification and other qualifications such as on-line bibliographic training and communication skills were increasingly important to employers, and that employers were being more specific about applicants' qualifications.

Position announcements in academic libraries soon began to be examined as well. In 1980, Block published a review of the personnel requirements and hiring patterns for each of the major position categories (technical services, public services, and administration) found in academic libraries (Block, 1980). He described the types of positions and salaries, locations, and position requirements such as educational background, years of experience, experience with automated systems, and language requirements. He found that positions in cataloging and reference formed the majority of advertisements but that positions for applicants with backgrounds in the physical sciences, business, mathematics, and computer applications were scarce. Fewer than 50% of the positions in academic libraries sought applicants with computer experience; most of these mentioned OCLC and general online searching only. Using Library

Journal, Rayman counted the number of employment opportunities in the 1970s for academic librarians, classifying them by position type and determining the regional distribution of jobs (Rayman, 1981). The results supported his hypothesis that as the 1970s progressed fewer job opportunities were available and from this he predicted that still fewer jobs would be available in the future. In 1981, Olsgaard and Olsgaard published an examination of differences in the educational requirements listed for director and non-director positions at college or university libraries during the 1970s (Olsgaard and Olsgaard, 1981). They found the post-MLS educational requirements to be higher at universities than at colleges and higher for directors than for non-directors.

In 1982, Wells published a study of changes in position requirements (such as education, library experience, computer experience, and communication or administrative skills) and benefits (salary and faculty status) in academic libraries between 1959 and 1979 (Wells, 1982). She discovered that education and work experience expectations increased over time but salaries as measured in real dollars did not. A dissertation completed in 1985 by Jackson used job advertisements in The Chronicle of Higher Education to develop a profile of academic librarians according to their educational backgrounds, experience, faculty rank, and faculty expectations (Jackson, 1985). In 1988, Wright published a comparison of job opportunities in academic and public libraries from 1980-1984 according to number, type, required education, location, and

salary (Wright, 1988). She found that the largest number of advertisements were for non-administrative positions at academic libraries and that an MLS from an ALA accredited program is the typical educational requirement, supplemented by a subject-area Master's degree most frequently at academic libraries. Another study in 1991 reviewed the foreign language skills required for catalogers in academic libraries as listed in job announcements and job descriptions (Beall, 1991).

Two additional studies of position announcements in academic libraries are worth noting. The first, by Mueller and Mering, reviewed the number and content of serials position announcements between 1980 and 1988 to determine whether serials departments were disappearing as a result of mergers with other departments (Mueller and Mering, 1991). They found a continued demand for department heads and serials specialists and an increased demand for experience. The second, published by Reser and Schuneman in 1992, analyzed job announcements to spotlight the critical differences between public and technical services positions in academic libraries according to expectations for computer skills, educational, foreign language skills, previous work experience, and minimum salary (Reser and Schuneman, 1992). They found that these differences existed at a statistically significant level. Technical services positions call for more administrative, computer, and foreign language skills and for more previous work experience while public service positions more often call for advanced degrees in a subject area; the compensation tends to be greater for public service positions. A Master's thesis by Hill,

also completed in 1992, studied the qualifications sought by academic libraries (Hill, 1992).

Examinations of geographic regions or specialized libraries also have appeared in the literature. A 1980 study of professional library vacancies in Ohio sought to determine changes over time in employment trends and position descriptions and to establish a set of minimum job requirements (Kim, 1980). For each position advertised in the public, academic, or special library, data were collected indicating the education, experience, and languages required, level of the position, and minimum salary. Most positions specified an MLS, most required or desired some experience, and most indicated the specific skills (such as administrative skills, media skills, or computer programming skills) being sought. The academic libraries had the largest number of job requirements and offered the highest salaries. In 1989, Cloonan and Norcott published an examination of position announcements from 1975 to 1987 charting the development of preservation librarianship and its qualifications, duties, reporting lines, and salaries (Cloonan and Norcott, 1989). In 1991, a narrowly defined study by Brimsek focused on position announcements appearing in the Washington Post between 1983 and 1989 for special libraries in that city, discovering that a core set of requirements (including degrees, subject-area knowledge, experience level and type, management/supervisory experience, computer and online skills, and foreign languages) commonly appeared in the job listings (Brimsek, 1991). She concluded that while a core group of requirements regularly

appeared in the advertisements, the number of additional requirements increased during the 1980s to meet the needs of users of special libraries. Also in 1991, postings at Simmons College between 1985 and 1989 for professional positions at for-profit corporate special libraries in New England were studied to reveal the number, type, permanence of placement, salary, pervious library experience, subject specialization, and online searching skills required (Perry, 1991). The for-profit corporate special libraries tended to focus on science and engineering; most positions required previous library experience; there were more part-time and fewer full-time positions; and a demonstrated ability with online database services was increasingly important.

Palmer reviewed American Libraries during brief intervals between 1987 and 1989 for those job advertisements which specifically mentioned cataloging skills as a requirement or a responsibility to show students that "the ads libraries place do not always spell out all the skills they expect or desire" (Palmer, 1992, p. 62). A 1993 publication by Detlefsen analyzed position descriptions for library and information professionals in research libraries and institutions, finding that subject-specific degrees and experiences may substitute for, or be more important than, library degrees for many of these positions (Detlefsen, 1993). Field, in a recent research paper on law librarianship, performed a content analysis of advertisements in the American Association of Law Libraries Newsletter, examining the regional distribution of jobs, advanced degrees sought, law

library experience sought, computer experience required, and salaries offered (Field, 1993). She discovered that most law libraries call for at least an MLS while most academic law libraries require or strongly prefer both an MLS and a Juris Doctor degree and that prior experience with computer assisted legal research and in law libraries also is strongly preferred. Field's research paper is especially valuable and served as a model for this study of art libraries.

In searching through the published literature, two basic characteristics emerged. First, positions available at many different types of libraries have been examined, including academic and public libraries and special libraries (medical, health and science, law). These studies provide a broad foundation upon which future researchers will build. Second, some special libraries, such as art libraries, have not been the focus of any studies using content analysis. By examining the position announcements for professional art librarians advertised in the early 1990s, this study filled a gap in the literature.

RESEARCH OBJECTIVES

The fine arts library, usually referred to as simply the art library, is one of the many types of specialized libraries. In describing its focus, according to Wyngaard, "we usually refer to fine arts as only the visual arts and do not encompass music, dance, or the literary arts in our definition of the term" (Wyngaard, 1993, p. 1). Although the prospective art librarian will be staffing a facility limited to the visual arts, the range

of subjects included under the art library roof is broad. The visual arts include architecture, decorative or applied arts (ceramics, furniture, glass, textiles), drawing, painting, photography, printmaking, and sculpture. An art library's collection should be expected to include art history, art criticism, artists' biographies, guides to art appreciation, technical analyses of art works, reference works, "how-to" books, exhibition and collection catalogs, and catalogues raisonnes. In addition to the expected books and periodicals, one normally finds microforms, visual resources (photographs, pictures, slides, video and/or optical disks) and ephemera. Art libraries may be associated with college and university libraries, art schools, art museums, public libraries, and private businesses or corporations such as design agencies, architectural firms, art galleries, and industries.

The broad knowledge expected of the art librarian should be reflected in the position announcements appearing in the major library and information science publications. This study used the content analysis approach to analyze announcements from a five year period, 1990-1994, for permanent (lasting at least one year), full time (35 hours or more per week) positions for professional librarians in art libraries. Professional librarians are expected to independently interpret rules and procedures and utilize library science concepts to analyze and solve library problems (ALA Glossary of Library and Information Science, 1983). Their skills differ from the routine clerical and repetitive tasks performed by paraprofessionals and others.

The main objectives of this research were:

1. To determine the demand for art librarians over the past five years and any trends or changes in position descriptions.
2. To determine patterns in the geographic dispersion of jobs, types of employing institutions, minimum salaries offered, and the specific types of art librarian positions available in the early 1990s.
3. To examine the responsibilities expected of art librarians and how they have evolved over the past five years.
4. To determine the minimum educational levels, foreign language skills, automation skills (for example RLIN, Dialog, QCLC, or videodisc technology), and previous work experience sought by employers (i.e. minimum years of experience, type of experience, and the type of library experience).
5. To determine the minimum salaries, salary ranges, and salary descriptors, and
6. To determine the other types of skills and competencies sought by art libraries.

Past research of this type has proven to be quite valuable, and the researcher's goal is to have this study be valuable as well. No research utilizing content analysis to examine position announcements in art librarianship has been published. This study provides faculty and students in library and information science graduate programs specializing in art

librarianship with an awareness of current trends in the profession. According to a 1991 survey, only eight library schools in the United States offered specialized fine arts librarianship programs including "course offerings, internships, and subject study relevant to preparation for work in the fields of art librarianship and visual resources curatorship" (Robertson, 1992, p. 188). Eighteen others offered a "double degree" program in which the student earns an MLS degree and a graduate degree in art history simultaneously. Since there are only a few MLS programs specializing in fine arts librarianship, professionals with less extensive training in art librarianship also fill the ranks of art librarians (Robertson, 1992, pp. 188-89). For prospective graduate students, this study also analyzed the number, type, and location of positions available recently and thereby suggest future prospects. Indications of the minimum qualifications typically sought in position announcements for professional art librarians may assist institutions establishing new art libraries or positions and have implications for curriculum development and continuing education activities of library and information science schools.

Two assumptions were made for this study. It was assumed that advertising vacant positions in professional publications is the main means of personnel recruitment at most libraries. And, in order for the position announcements to be analyzed by the researcher, it was assumed that each piece of information can readily be assigned to the predetermined categories.

METHODOLOGY

This study is constrained by two limitations. First, as the position announcements to be examined appear in major library and information science publications, only nationally advertised vacancies were reviewed. Libraries with limited economic resources or a special focus may choose to advertise only in one or few journals (not necessarily those reviewed for this study), and announcements for positions advertised only regionally or locally or never advertised will be missed (Palmer, 1992, p. 61). This approach may over-represent larger institutions with funding available for expensive national advertising. And second, by having one researcher assign pieces of job announcement information to the predetermined categories on the coding outline, subjective bias may be present (Allen and Reser, 1990, pp. 258-259). This limitation was eased by having the researcher review the assignment of the data at a later date and by having a second researcher review the assignment of information to categories.

To identify the education, skills, experience, and attributes expected of professional art librarians, the author applied a method of content analysis known as "classification analysis" to examine announcements for full-time (35 or more hours per week), permanent (lasting for at least one year) positions in the United States advertised in professional publications. "Classification analysis," which originated in the social sciences, has been defined by Allen and Reser as "a research method employing rigorous and quantitative analysis of

input materials in order to draw conclusions about their content" (Allen and Reser, 1990, p. 253). It has been used in many other studies to investigate a wide variety of library and information science research questions regarding position announcements.

Four professional publications served as sources of position description data: American Libraries, Library Journal, College & Research Libraries News, and ARLIS/NA Update. Only issues dated from January 1, 1990 through December 31, 1994 were examined. These publications were chosen because they represent the library profession in general as well as art librarianship in particular. Positions not appearing in these were not included in this study, so its conclusions are limited to the national scene as reflected in these publications. Both American Libraries, the official journal of the American Library Association, and Library Journal, the library periodical with the greatest U. S. circulation, are recognized by librarians as the primary professional journals for vacancy advertisements. In addition, they are issued relatively frequently--Library Journal circulates 22 issues annually while American Libraries is published monthly (except for a combined issue for July/August).

College & Research Libraries News, a nationally circulated publication focused on academic libraries and associated with the Association of College and Research Libraries, regularly lists position openings and is included among the journals to be examined as a way of more fully representing academic libraries. It is published monthly except for a combined July/August issue. ARLIS/NA Update, a newsletter sponsored by the Art Libraries

Society of North America, was selected as a data source because it is a major source of position announcements for art libraries and visual resources collections in the United States. Since 1972, the Society has been the main venue for information exchange, professional cooperation, and standards establishment for art librarians (Art Libraries Society of North America, 1992, pp. v, vi; Jones and Gibson, 1986, pp. 14-15; Wyngaard, 1993, p. 3). Position listings submitted by institutional and non-institutional members to the "Job Registry" are charged the same flat rate. The ARLIS/NA Update was issued four times per year through 1991 and has been issued six times per year since 1992; in either case, it appears much less often than the other two journals.

Each position announcement was scanned preliminarily to insure that the job was in an art library. This information was readily discernable from the title of the position and the name of the employing institution; announcements for which this determination could not be made readily were eliminated from the study. Only positions advertised for art libraries in academic systems (university and college libraries or art school systems), art museum libraries, art departments in public library systems, fine arts slide collections, and corporate or business art libraries in the United States were included. Definitions and standards developed by the Art Library Society of North America in 1983 were used to determine what constitutes an art library (Art Libraries Society of North America, 1983). If job responsibilities for an advertised position were shared equally

between two or more different special libraries, departments, or areas, the position was not included in this study because of the impossibility of determining to which type of special library the position belongs and which skills and knowledge are required for which library. However, if both of the special libraries were art libraries, the position was included. If one special library was listed as the primary work location but another special library would be a secondary work location, the advertised position was assigned to the primary special library.

Duplicate position listings found in more than one professional publication or in more than one issue of the same publication were recorded only once. If, according to the position announcement, the search was closed temporarily and had been reopened, it was treated as if it were the same position and recorded only once. If the same or similar job appeared again within a short period of time but the announcement did not indicate that it was from a reopened search, then it was treated as a new position.

All information to be extracted for the study was recorded on a prepared coding outline, making it easier for the researcher to evaluate the content at a later time (Appendix 1). The information was assigned to categories designed and intended to be "exhaustive, mutually exclusive, and clearly defined" (Allen and Reser, 1990, p. 257). The position qualifications categories on the coding form had been tested in previous library position content analysis studies and were selected after perusing sample announcements from the professional publications listed above

(Block, 1980; Brimsek, 1991; Field, 1993; Kim, 1981; Olsgaard and Olsgaard, 1981; Perry, 1991; Reser and Schuneman, 1992; Schmidt and Swanton, 1980; Stroyan, 1987; Wells, 1982; Wright, 1988). Some of the responsibility categories on the coding form appear in one previous library position content analysis study, although a few were adapted to fit art libraries, while others were developed from a preliminary review of position announcements and revised as the study progressed (Wells, 1982). These categories of information were recorded for each advertised position: position title, type of employing institution, location of institution (the state and the appropriate geographic region), responsibilities/duties, education, foreign language skills, automation skills, specialized knowledge, minimum years of experience, type of previous work experience, type of library experience, other skills and competencies, and salary.

First, the position title, the type of employing institution, and the location of the employing institution were recorded for each position. Position categories determined from the position titles were based on the specialties contained in the announcements. The determination of the type of art library came from descriptions and definitions provided in the Standards for Art Libraries and Fine Arts Slide Collections. An **art library** in an academic system (a college or university library or an art school library) is a separate unit whose head reports to the director of the library system or the art school. Its collection supports the teaching and research needs of the academic community. An **art museum library** also is a separate

unit within the museum whose head reports to the director of the curatorial departmental or the institution. It provides research materials, typically focused on the museum's collection, primarily for the use of the staff. **Fine Arts departments**, with collections including art, architecture, decorative arts, and handicrafts, typically are found in large public libraries and serve the general public. A **Fine Arts Slide Collection** may be associated with a private or public academic institution, a museum, a public library, or an art school, and may be administered separately or as part of another library within the institution. The slide collection may also be identified as a "visual resources library" or a "visual resources collection." The slides typically are used in the teaching of art and art history, but may be used by other disciplines. **Business or corporate art** libraries are established to meet the needs of employees of such organizations as architectural and interior design firms, commercial art galleries, and auction houses. The location of the institution was coded to the state level; states were combined into the geographic regions used by the census bureau in the Statistical Abstracts of the United States. It was fairly easy to record the position title, the type of employing institution, and the location of the employing institution since these were usually written in exact terms.

A rather long list of job responsibilities appears next on the coding form. Position descriptions usually list one or more general categories of responsibilities. These may include administration (planning, budgeting, managing, etc.); personnel

(supervision, evaluation, and training of staff); public services (reference, interlibrary loan, and bibliographic instruction, etc.); technical services (cataloging and classification, acquisitions, collection development); computer systems (design, use, and maintenance of automated systems, performing database searching); and a number of other services including specialized materials management, preservation/conservation, production of new materials, and professional development (ALA Glossary of Library and Information Science, 1983; Wells, 1982, pp. 452, 455). As many of these responsibilities as appeared in the position description were checked on the coding form.

Education levels, foreign language skills, automation skills, specialized knowledge, years and type of previous work experience, and other skills and competencies were listed as required or preferred/desired. Any mention of advanced degrees, whether required or preferred/desired, was coded; if no advanced degrees were mentioned in the announcement or none were required, this was coded as well. The specific degree or degrees mentioned and their subject areas was recorded. Similarly, any mention of foreign languages, whether required or preferred/desired, was coded; if no language skills were mentioned in the announcement or none were sought, this was coded as well. The specific languages mentioned were recorded. Automation skills recorded from the position announcements included any knowledge of, or experience with any of a wide variety of computer applications, including bibliographic utilities, online database searching, CD-Rom, etc. Any mention of automation skills, whether required

or preferred/desired, was coded. There also were categories for not mentioned. The specific computer applications requested in the announcement were recorded. If specialized knowledge, such as of AARC2, MARC format, Art and Architecture Thesaurus, or slide classification, was sought in the position description it was noted as required or preferred/desired.

If previous work experience was mentioned in the announcement it was categorized as required or preferred/desired. The number of years of work experience, the type of activities for which experience has been gained, and the type of library in which the experience occurred were recorded on the coding outline as required or preferred/desired; there were categories for not mentioned. Other skills and competencies reflecting personal characteristics more than educational degrees, knowledge, or experiences appeared in the position announcements; they were included as required or preferred/desired. If a minimum salary was listed in the announcement or a salary range was given, this information was listed; if the position announcement indicated that the salary was negotiable or competitive or commensurate with experience, those phrases were recorded. If no salary was listed, the category was coded as not mentioned. Data obtained from the coding outlines were analyzed and grouped and the results were displayed in a series of tables.

ANALYSIS OF DATA

There were 200 positions counted in the four journals from 1990 through 1994, but 43 of them were duplicate positions. A

total of 157 position descriptions met the criteria for inclusion in this study. Because each position description typically requested skills or experiences in a number of areas, the tallies for number of times that all characteristics appeared exceeded 157. The percentages reflect this situation as well. For example, if each of the 157 position descriptions identified both reference and bibliographic instruction as responsibilities of the positions, then there would be 157 tallies for the former (appearing in 100% of the descriptions) and 157 tallies for the latter (also appearing in 100% of the descriptions). In addition, a position description might "require" certain skills or experiences and "prefer" or "desire" others. In the tables, the terms "preferred" and "desired" have been grouped together under the category "desired" and distinguished from the category "required."

Availability of Art Library Positions

Table 1 shows the four journals examined for this paper, the number of advertisements appearing in each journal each year, and the total number of non-duplicate advertisements (157). Included in the count are seven "temporary" positions. They were considered because all meet the criteria for inclusion: full-time (35 hours per week) positions projected to last more than one year. Five of the temporary positions were at academic institutions, including a twelve-to-fifteen month position, an eighteen month position, a one-to-two year position, and two one-year positions. The remaining two temporary positions were at an art museum and at a private research foundation.

Table 1: NUMBER AND PERCENT OF ART LIBRARY POSITIONS LISTED IN FOUR PERIODICALS, 1990-1994												
	Number and Percent in 1990		Number and Percent in 1991		Number and Percent in 1992		Number and Percent in 1993		Number and Percent in 1994		Total, 1990-1994	
	#	%	#	%	#	%	#	%	#	%	#	%
American Libraries	14	23.7	9	29.0	4	10.8	6	14.6	9	22.0	42	21.0
ARLIS NA/Update	29	49.2	15	48.4	20	54.1	22	53.7	18	56.3	104	52.0
College and Research Libraries News	14	23.7	3	9.7	6	16.2	10	24.4	4	12.5	37	18.5
Library Journal	2	3.4	4	12.9	7	18.9	3	7.	1	3.1	17	8.5
Total positions per year, duplicates included	59		31		37		41		32		200	
Total positions per year, duplicates excluded	43		27		28		31		28		157	

Not included in the count for this study were art library positions that were advertised as part-time as well as positions at institutions located outside the United States. Research revealed four part-time positions in various institutions across the United States. In addition, seven excluded positions were advertised at art libraries in organizations located abroad--four in Canada and three in Italy. Also excluded from this study, although all were full-time positions in organization in the United States, were nine "dual" positions. The positions' responsibilities were in at least two areas (for example music/art/media, creative arts, art and music, fiction and fine arts, fine arts and communications, art/music and audiovisual), were either oriented toward a library other than an art library or shared equally with an art library and another type of library, and as a result did not reveal a clear orientation of the position toward an art library.

Clearly, the best source for searching for art library positions is the ARLIS/NA Update, which contained more than half (52%) of the total of 200 advertisements. At the opposite end of the scale, Library Journal is not a very lucrative source, supplying only 8.5% of the advertisements in the five-year span of time covered. The other general library journal, American Libraries, was a more plentiful source, with 21% of the advertisements. Counting the unique positions that appeared in each periodical revealed that 85 of the 157 positions (or 54%) appeared only in ARLIS/NA Update. Further, all slide collection and visual resources collection positions appeared only in

ARLIS/NA Update; 26 of the 40 art museum positions (65%) appeared only there as well.

The number of unique positions available varied by year: 43 in 1990, 27 in 1991, 28 in 1992, 31 in 1993, and 28 in 1994. It is supposed that the variation in number of jobs available from year to year reflects cycles of greater or lesser funding levels, enrollments, changing emphases, or program expansion/contraction at the parent organizations. The status of the ARLIS/NA Update as the best source of position descriptions remained fairly constant from year to year: in 1991 it published 48.4% of the advertisements and in 1994 it published 56.3%. Other journals showed greater variation. American Libraries contained only 10.8% of the advertisements in 1992 but 29.0% in 1992; College and Research Libraries News had 9.7% in 1991 and 24.4% in 1993.

Range of Position Titles

Table 2 reveals the number and percent of position titles advertised in the four periodicals. There was a great variety of position titles among the descriptions, with no single category of title dominating. Had this researcher decided to generalize position titles and combine ones that were roughly similar, the variety would have been reduced. However, the decision was made to record the position titles as closely to their original wording as possible. The largest number and percentage of positions were for catalogers (16 or 10.2% of the total number of unique positions--157), head or chief librarians (14 or 8.9%), reference librarians (13 or 8.3), and slide librarians/curators (12 or 7.6%). In these positions are represented the basic

Table 2

NUMBER AND PERCENT OF POSITIONS ADVERTISED, BY POSITION TITLE

	#	%
Cataloger	16	10.2
Head/Chief Librarian	14	8.9
Reference Librarian	13	8.3
Slide Librarian/Curator	12	7.6
Curator	8	5.1
Visual Resources Librarian/Curator	8	5.1
Archivist/Librarian-Archivist	6	3.8
Art Librarian	6	3.8
Head/Principal Cataloger	6	3.8
Librarian	6	3.8
Systems Manager	5	3.2
Architecture Librarian	4	2.5
Director	4	2.5
Fine Arts Librarian	4	2.5
Art/Architecture Librarian	3	1.9
Assistant Librarian	3	1.9
Assistant Art/Architecture Librarian	3	1.9
Associate Librarian	3	1.9
Technical Services Librarian	3	1.9
Assistant Art Librarian	2	1.3
Associate Curator of Visual Resources	2	1.3
Associate Director	2	1.3
Associate Librarian for Technical Services	2	1.3
Audiovisual Librarian	2	1.3
Information Resource Specialist	2	1.3
Art Collection Manager	1	0.6
Art Museum Librarian	1	0.6
Assistant Chief, Prints and Photographs Division	1	0.6
Assistant Slide Curator	1	0.6
Associate Museum Librarian	1	0.6
Head, Visual Resources Department	1	0.6
Library Assistant	1	0.6
Special Collections Curator	1	0.6
Other	10	6.4

operations of the art library. The next largest groups were curators (eight or 5.1%), visual resources librarians/curators (eight or 5.1%), archivists/librarian-archivists (six or 3.8%), art librarians (six or 3.8%), head/principal catalogers (six or 3.8%), or (simply) librarians (six or 3.8%). All other position titles were represented by five or fewer positions in the sample.

Type of Parent Organization

Table 3 lists art library positions according to the types of parent organizations. Most art library positions, 68 of the 157 advertised (or 43.3%), were at academic institutions. Forty three (27.4%) of the total number of jobs were at universities, another 16 (10.2%) were at art schools, and 9 (5.7%) were at colleges. Offering 39 jobs, art museum libraries advertised almost a quarter (24.8%) of the positions, with another 21 (13.4%) occurring at slide libraries. The slide library category included facilities identified as "visual resources libraries" or "visual resources collections." While the latter two may be more modern and perhaps more appropriately used titles than the traditional "slide library," ARLIS/NA continues to use the term slide library in its Standards for Art Libraries and Fine Arts Slide Collections, the document used in this paper to describe and define the different the types of art libraries. Besides, today's slide library typically includes other visual materials in addition to slides, so the common and shorthand term slide library should not be confusing to readers with art library backgrounds.

Of the 21 slide library positions included in this research,

Table 3

NUMBER AND PERCENT OF POSITIONS ADVERTISED, BY TYPE OF PARENT ORGANIZATION

	#	%
Academic institution (all)	68	43.3
University (of total)	43	27.4
College (of total)	9	5.7
Art school (of total)	16	10.2
Art museum	39	24.8
Art department, public library	4	2.5
Fine arts slide collection (all)	21	13.4
academic institutions		
University (of total)	16	10.2
College (of total)	2	1.3
Association/society (of total)	2	1.3
Art museum (of total)	1	0.6
Corporate/business	4	2.5
Association/society	6	3.8
Other	15	9.6
Total	157	

18 were at universities or colleges. This dominance increases the proportional representation of academic libraries among the total number of positions. Combining the 18 academic slide library positions with the 52 university and college art library positions reveals that over 44% of the positions examined for this study were housed at academic institutions. Positions in art departments in public libraries and in corporations and businesses showed poor representation, with each accounting for only 4 (2.5%) of the positions advertised. Positions at libraries with associations or societies as parent organizations also were relatively few: 6 or 3.8% of those advertised. The "other" category of 15 library positions includes two historical museums, one independent research library, one position at the Library of Congress, and 11 at the Getty Research Center.

Geographic Distribution of Positions

The geographic distribution of positions advertised is displayed in Table 4. The nine regional categories correspond to the Census Bureau divisions. While art library positions were advertised in each of the regions, the largest number were located in the Middle Atlantic region of the country: 44 or 28.0% of the total. The South Atlantic region, with 31 positions or 19.7% of the total, contained the next largest concentration of jobs. Together, the Middle Atlantic and South Atlantic regions accounted for 75 positions, almost half (47.7%) of the total jobs advertised. Twenty-two of the position descriptions applied to parent organizations located in the Pacific region (10 were at "Other" institutions, mostly the Getty Research Center in

Table 4

GEOGRAPHIC DISTRIBUTION OF POSITIONS ADVERTISED, BY CENSUS BUREAU REGION

	#	%
New England (CT, MA, ME, NH, RI, VT)	21	13.4
Middle Atlantic (NJ, NY, PA)	44	28.0
East North Central (IL, IN, MI, OH, WI)	12	7.6
West North Central (IO, KN, MO, MN, ND, NE, SD)	6	3.8
South Atlantic (DE, FL, GA, MD, NC, SC, VA, WDC)	31	19.7
East South Central (AL, KY, MS, TN)	3	1.9
West South Central (AR, LA, OK, TX)	9	5.7
Mountain (AZ, CO, ID, MT, NM, NV, UT, WY)	9	5.7
Pacific (AK, CA, HA, OR, WA)	22	14.0
TOTAL	157	

California), while the New England region included 21 jobs, 13 of which were academic institutions. Only three jobs in the East South Central region were advertised.

The large combined percentage for the Middle Atlantic and South Atlantic regions can be attributed to the concentration of art museums, galleries, academic institutions, and art schools there. These regions include the dominant arts centers of New York City and Washington, D. C. This assertion is supported by Table 5 which shows the geographic distribution of positions advertised by type of parent organizations. The Middle Atlantic region had the most academic institutions (19 or 27.9% of the total of 68), the most art museums (15 or 38.5% of the total of 39), and the most art-related corporations or businesses (three or 75% of the total of four), all of which were art galleries. The South Atlantic region was tied with New England for the second largest number of academic institutions (13 or 19.1% of the total) and had the second largest number of art museums (10 or 25.6% of the total).

Responsibilities By Type of Parent Organization

According to the position descriptions, a rather extensive list of responsibilities is expected by the art libraries. Table 6 lists these responsibilities by type of parent organization and identifies them as either to be performed by the holder of the position or to be overseen by the holder of the position. The lists were most thorough for academic, art museum, and other libraries; the first two library types had the greatest number of jobs advertised. Only three announcements did not mention any

Table 5: GEOGRAPHIC DISTRIBUTION OF POSITIONS, BY TYPE OF PARENT ORGANIZATION

	Academic N=68		Art, Public Lib. N=4		Art Museum N=39		Slide Collection N=21		Corp./Busi. N=4		Assoc./Soc. N=6		Other N=15		Total N=157	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
New England (ME, NH, VT, MA, RI, CT)	13	19.1	1	0.6	2	1.3	4	2.5					1	0.6	21	13.4
Middle Atlantic (NY, NJ, PA)	19	12.1	2	1.3	15	9.6	1	0.6	3	1.9	3	1.9	1	0.6	44	28.0
East North Central (OH, IN, IL, MI, WI)	4	2.5			6	3.8	2	1.3							12	7.6
West North Central (MN, IA, MO, ND, SD, NE, KS)					4	2.5	2	1.3							6	3.8
South Atlantic (DE, MD, WDC, VA, WV, NC, SC)	13	8.3			10	6.4	3	1.9					3	1.9	31	19.7
East South Central (KY, TN, AL, MS)	3	1.9			1	0.6									4	2.5
West South Central (AR, LA, OK, TX)	5	3.2			2	1.3	1	0.6							8	5.1
Mountain (MT, ID, WY, CO, NM, AZ, UT, NV)	5	3.2	1	0.6			3	1.9							9	5.7
Pacific (WA, OR, CA, AK, HI)	5	3.2					5	3.2					10	6.4	22	14.

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Table 6, part 1: RESPONSIBILITIES, BY TYPE OF PARENT ORGANIZATION

		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
ADMINISTRATION		34	1	20	13		2	9	80	51
Library services mgmt.	Perform	13		5	3		1	4	26	16.6
	Oversee	6		1	1				8	5.1
Collection management	Perform	5	1	3	6		1	3	18	11.5
	Oversee	3		1	1				5	3.2
Facilities management	Perform	3		1	1				5	3.2
	Oversee	4						1	5	3.2
Facilities planning	Perform	3		5	1		1	1	11	7
	Oversee	1						1	2	1.3
Program management	Perform			5	1			3	9	5.7
	Oversee	1							1	0.6
Program evaluation	Perform	2		3				1	6	3.8
	Oversee			1					1	0.6
Program development	Perform	1	1	2	1		2	3	10	6.4
	Oversee	2		1					3	1.9
Strategic planning	Perform	3		4	1		1	2	11	7
	Oversee			3					3	1.9
Budget planning	Perform	8		5	5			3	21	13.4
	Oversee	8		4					12	7.6
Grant writing	Perform	1		2			1		4	2.5
	Oversee									
Fundraising	Perform	1		4				1	6	3.8
	Oversee			1					1	0.6
Assist head librarian		4		3	4				11	7
PERSONNEL		40	2	25	14	1	2	9	93	59.2
Staff superv./evalu.		14	1	11	3	1		5	35	22.3
Profess. staff supv./eval.		6		3			1	1	11	7
Non-prof. staff supv./eval.		11		9	3		1	1	25	15.9
Student asst. supv./eval.		18		1	7			1	27	17.2
Volunteer superv./eval.				10			1	1	12	7.6
Other superv./evalu.		2		2					4	2.5
Staff development/train.		3		6				2	11	7
Profess. staff dev./train								1	1	0.6
Non-prof. staff dev./train.					1			1	2	1.3
Student asst. dev./train.		4			1				5	3.2
Volunteer dev./training				2			1		3	1.9
Other development/train.					1			1	2	1.3
Faculty/staff liaison		19		2	2		1	3	27	17.2
PUBLIC SERVICES		46	3	24	10	1	1	6	90	57.3
Reference	Perform	33	3	20	9	1		3	69	43.9
	Oversee	8		6	1			2	17	10.8
Circulation	Perform	2		2	3		1		8	5.1
	Oversee	4		1					5	3.2
Inter library loan	Perform			2		1			3	1.9
	Oversee	1		2				1	4	2.5
Research Services	Perform	1	1	4	2		1		9	5.7
	Oversee									
Bibliographic	Perform	24	1	2	2			1	30	19.1
instruction	Oversee									
Community service	Perform		1	1					2	1.3
	Oversee									

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Table 6, part 2: RESPONSIBILITIES, BY TYPE OF PARENT ORGANIZATION

		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi	Assoc./Soc.	Other	Total	Percent
TECHNICAL SERVICES		53	4	31	18	2	6	8	122	77.7
Cataloging/classification	Perform	15	1	17	12	2	4	4	55	35
	Oversee	5		11	4		3	2	25	15.9
Retrospective	Perform	1		1	1				3	1.9
conversion	Oversee	1		2					3	1.9
Acquisitions	Perform	4		3	7	1		3	18	11.5
	Oversee	3		5	1		1	1	11	7
Collection development	Perform	30	3	8	12	1	2	1	55	35
	Oversee	10		7	2		2	1	22	14
AUTOMATED SERVICES		18		7	6	1	3	7	40	25.5
Design/use automated	Perform	2		3	1	1	1		8	5.1
systems	Oversee	2		4	1		1	5	13	8.3
Management/maintain	Perform	2		1	3	1	2	3	12	7.6
automated systems	Oversee	4		1	1			4	10	6.4
Database/on line	Perform	13		2			1		16	10.2
searching	Oversee	2		2					4	2.5
OTHER SERVICES		36	3	18	18	4	4	13	96	61.1
Specialized materials	Perform	17	1	5	21		1	4	49	31.2
mgmt.(slides, photos)	Oversee	3						2	6	3.8
Archives management	Perform	5		2	1	1		1	10	6.4
	Oversee			1				3	4	2.5
Preservation/	Perform	4			4		2	5	15	9.6
conservation	Oversee	3		6	2			3	14	8.9
Exhibition programs	Perform	3		2				2	7	4.5
	Oversee	1		1				2	4	2.5
Committee service	Perform	7							7	4.5
	Oversee	1		1					2	1.3
Audio visual services	Perform				4				4	2.5
	Oversee	1			1			1	3	1.9
Serials	Perform	1		2					3	1.9
	Oversee			2					2	1.3
Professional	Perform	2		6	5		1	3	16	10.2
development	Oversee			1			1		2	1.3
Production of new matls.	Perform	9		5	5	2	1	2	24	15.3
(guides, slides, etc.)	Oversee	1		2	3			3	9	5.7
Branch library services	Perform	4							4	2.5
	Oversee	3		1					4	2.5
Teaching course(s)		2			1				3	1.9
Other						1	2	1	4	2.5
No mention		1		1	1				3	1.9

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responsibilities. The responsibilities are divided into six categories: administration, personnel, public services, technical services, automation services, and other services.

Eighty of the position announcements (51.0%) included administrative responsibilities. Library services management was listed in 34 (21.7%) of the position descriptions, with it to be performed in 26 of the jobs (13 in academic libraries) and overseen by eight others (six in academic libraries). Budget planning responsibility appeared in 33 (21.0%) of the position descriptions, with it to be performed in 21 of the jobs and overseen by 12 others. Responsibility for collection management was sought by 23 (14.6%) of the libraries, with it to be performed in 18 of the jobs and overseen by five others.

Personnel responsibilities were identified in 93, or 59.0%, of the position announcements. General staff supervision/ evaluation was included in 35 (22.3%) of the job announcements, 14 times in academic libraries and 11 times in art museum libraries. Student assistant supervision/evaluation was the next most commonly listed responsibility, appearing 27 times (17.2% of the announcements), mostly in academic libraries (18 times) and in slide collections (seven times). Another 25 position descriptions, 15.9% of the total, called for non-professional staff supervision/evaluation (11 in academic libraries and nine in art museum libraries); supervision/evaluation of professional staff was less commonly requested, found in only 11 (7.0%) of the announcements (five for academic libraries). Faculty/staff liaison responsibilities were listed in 27 descriptions (17.2%),

19 of which were for positions at academic libraries.

Ninety (57.3%) of the advertisements listed some type of public services responsibilities. Reference activities were expected to be performed in 69 (43.9%) of the position descriptions and overseen in another 17 (10.8%); this was the most commonly mentioned responsibility to be performed or overseen, appearing in 66.7% of the art museum, 60.3% of the academic, and 47.6% of the slide collection announcements. Performing bibliographic instruction was found in 19.1% of the job advertisements, particularly for academic libraries (24 times, or in 35.3% of the academic library jobs). Technical services responsibilities appeared in 122 (77.7%) of the position announcements. Cataloging/classification was listed as a responsibility to be performed in 55 descriptions (35.0% of the total) and overseen in another 25 descriptions (15.9%); collection development was one of the duties to be performed in 55 descriptions (35.0% of the total) and overseen in 22 descriptions (14.0%); acquisitions appeared as a responsibility to be performed in 18 descriptions (11.5%) and to be overseen in 11 descriptions (7.0%). A call for involvement with different aspects of automated systems occurred in 40, or 25.5% of the advertisements; twenty (12.7%) of the position descriptions called for database/online searching. Responsibilities for a variety of other services were expected in 96 (61.1%) of the position descriptions, with performing or overseeing special materials management appearing in the largest number of advertisements: 55 (35.0%).

Educational Degrees Required and Desired

According to Table 7, almost 81% of the 157 positions required an MLS, while another 3% desired that the applicant hold an MLS. The majority (74.2%) of the position descriptions requiring or desiring an MLS specified that it be from an ALA accredited institution; it may well be that most if not all of the remaining position descriptions assumed that the MLS would be from an ALA accredited institution but did not specify so. Graduate or undergraduate degrees in art history were sought in 87 (55.4%) of the position descriptions; graduate or undergraduate degrees in art were sought in 36 descriptions (or 22.9%). Of course, a given description often listed a number of degree options accepting, for example, an MA in art history or art as well as a BA in art history or art. Another option was a more general request for education in the arts and/or humanities, which appeared in 75 (41.4%) of the position descriptions.

Academic institutions tended to include the greatest number of requirements for academic degrees, particularly masters degrees in subject areas in addition to the MLS degree. Sixty of the 68 academic institutions (88.2%) required or desired an MLS and 30 (44.1%) expected a second masters degree, most commonly in art history. Art museums had educational expectation profiles quite similar to that of the academic institutions but with somewhat less stress on candidates having a second masters degree. Thirty eight of the 39 museums (97.4%) required or desired an MLS and 11 (28.2%) sought a person having second masters degree. Slide libraries apparently consider an MA in art

Table 7: EDUCATIONAL DEGREES BY TYPE OF PARENT ORGANIZATION

		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
MLS, ALA	Required	54	3	20	4	2	5	8	96	61.1
accredited	Desired	1	1						2	1.3
MLS	Required	5		16	5		1	4	31	19.7
	Desired			2			1		3	1.9
MA, Art	Required	1		1				3	5	3.2
	Desired	5	1						6	3.8
MA, Art	Required	8		6	13		1	4	32	20.4
History	Desired	9	1	5	2		1		18	11.5
MA,	Required	2			1				3	1.9
Architecture	Desired	1							1	0.6
MA, Arch.	Required	1			1				2	1.3
History	Desired	2			1				3	1.9
MA, Museum	Required	1							1	0.6
Studies	Desired		1						1	0.6
MA, Archival	Required							1	1	0.6
Management	Desired									
BA, Art	Required	11	1	7					19	12.1
	Desired	6							6	3.8
BA, Art	Required	10	1	15	4			2	32	20.4
History	Desired	3		1		1			5	3.2
BA,	Required	4			1				5	3.2
Architecture	Desired	3							3	1.9
BA, Arch.	Required	1			1				2	1.3
History	Desired									
BA, Museum	Required	1							1	0.6
Studies	Desired									
PhD	Required	1			2			1	4	2.5
	Desired			4				1	5	3.2
Educ. in arts/	Required	16	1	12	3		2	5	39	24.8
humanities	Desired	16		5		1	2	2	26	16.6
Educ. in	Required							2	2	1.3
computer sci.	Desired									
Other		3							3	1.9
Not Mentioned		2		1	1	2		2	8	5.1

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history to be more important than an MLS: 15 of the 21 slide library advertisements (71.4%) sought an MA in art history but only nine (42.9%) sought an MLS.

Foreign Language Skills

Table 8 lists the specific languages and general foreign language expectations included in the position descriptions, providing the number and percentage of languages required and desired or preferred by the parent organizations. Although 54.8% of the position announcements did not mention any foreign language requirements, language skills are rather important for art libraries because of the international (particularly European and Asian) nature of artists, the art world, and the art and art history literature created by them and about their work. Of the remaining 45.2% of position descriptions that did mention foreign language skills, most listed a specific language or languages as required or desired. German (26 or 16.6%), French (19 or 12.1%), and Italian (13 or 8.3%) were most commonly mentioned. Skills in European languages, without specific ones identified, appeared in 25 (16.0%) of the position descriptions. For 18 position descriptions (11.5%), skills in two or more foreign languages were required or desired; another 17 (10.8%) required or desired skills in foreign languages without specifying a number.

Proportionally, foreign languages were most important in the slide collection and the art museum library. Fourteen of the 21 slide collections (66.7%) required or desired foreign language skills while 24 of the 39 art museums (61.5%) required or desired such skills. The importance of foreign language skills to the

Table 8: FOREIGN LANGUAGE SKILLS, BY TYPE OF PARENT ORGANIZATION

		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
French	Required	4		4	2		3	2	15	9.6
	Desired	4							4	2.5
German	Required	3		9	2		2	2	18	11.5
	Desired	6		1				1	8	5.1
Spanish	Required	1		1	1				3	1.9
	Desired	1							1	0.6
Italian	Required	2		2	2		1	2	9	5.7
	Desired	3						1	4	2.5
European	Required	4		8	1			5	18	11.5
	Desired	3		2	1			1	7	4.5
Japanese	Required			1					1	0.6
	Desired	1							1	0.6
Chinese	Required			1					1	0.6
	Desired	1			1				2	1.3
Asian	Required			1	1				2	1.3
	Desired				1				1	0.6
At least one	Required	2		4	2				8	5.1
	Desired	1			1			1	3	1.9
Two or more	Required	3		5	2			5	15	9.6
	Desired	1			2				3	1.9
Foreign lang.,	Required	3	1	6	1				11	7
no number	Desired	2		1	3				6	3.8
Other		1			1			1	3	1.9
Not mentioned		46	3	15	7	4	3	8	86	54.8

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art museum may be explained by the specialized nature of their collection and, depending upon the collection's focus, the likely inclusion of many international artists. Perhaps the value of foreign language skills to the slide collection in part reflects the need to translate the titles of artists' works.

Automation Skills

Table 9 indicates that most employers either did not mention automation skills (in 67 or 42.7% of the position descriptions) or simply required (53 times or 33.8%) or desired (14 times or 8.9%) general skills in the area. General skills were described by phrases such as "knowledge of computers," "computer literacy," "microcomputer based technology," "automated library systems applications," and "familiarity with library automation." The specific automated systems skills most frequently mentioned as required or desired were RLIN (which together with "online searching" appeared in 20.4% of the descriptions) and OCLC (which together with "online cataloging" appeared in 17.2% of the descriptions). This frequency of mention is not surprising due to the many positions open for catalogers and reference librarians and their reliance on these systems to perform their jobs (Table 2).

Specialized Knowledge

Additional, specialized knowledge was called for in about one third of the position descriptions (Table 10). This knowledge was associated primarily with cataloging and classification: AARC2 (required or desired in 12.1% of the positions), LCSH (required or desired in 8.3% of the positions),

Table 9: AUTOMATION SKILLS, BY TYPE OF PARENT ORGANIZATION										
		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
OCLC or online	Required	7		9		1			17	10.8
cataloging	Desired	1	1	3	5				10	6.4
RLIN or online	Required	6		11			2	2	21	13.4
searching	Desired	4		5				2	11	7
Videodisk	Required				5			1	6	3.8
and imaging	Desired	1							1	0.6
CD-ROM	Required			1					1	0.6
	Desired								0	
Art History	Required	3		1					4	2.5
Databases	Desired								0	
Skills, not	Required	20		14	10	1	4	4	53	33.8
Specified	Desired	9		2	3				14	8.9
Other		3						2	5	3.2
Not mentioned		30	3	14	7	3	2	8	67	42.7

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Table 10: SPECIALIZED KNOWLEDGE, BY TYPE OF PARENT ORGANIZATION										
		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
AARC2	Required	8		7			2	1	18	11.5
	Desired	1							1	0.6
LCSH	Required	3		6			1	1	11	7
	Desired	1		1					2	1.3
MARC	Required	6		6			1	4	17	10.8
	Desired							2	2	1.3
Library Congress	Required	5		4					9	5.7
classification	Desired									
Dewey Decimal	Required	2		1					3	1.9
classification	Desired	1							1	0.6
Art & Architecture	Required			1			1		2	1.3
Thesaurus	Desired	4							4	2.5
Art	Required	4		1					5	3.2
reference	Desired	2							2	1.3
Slide	Required	1			1				2	1.3
classification	Desired									
Photography	Required				1	1			2	1.3
	Desired	1							1	0.6
Archival	Required	4		2				1	7	4.5
processing	Desried	1		1					2	1.3
Conservation/	Required	1		1					2	1.3
preservation	Desired									
Other		7		7	1		3	3	21	13.4
Not mentioned		44	4	25	18	3	2	8	103	65.6

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MARC (required or desired in 12.1% of the positions), LC classification (required or desired in 5.7% of the positions), and Dewey Decimal classification (required or desired in 2.5% of the positions). There also was some mention of specialized knowledge associated with art libraries, such as art reference, photography, slide classification, and the Art and Architecture Thesaurus. Specialized knowledge in cataloging and classification and in art libraries was most commonly requested by academic and art museum libraries. In 65.6% of the position descriptions, there was no call for any of the types of specialized knowledge mentioned in this table.

Years and Type of Experience

Table 11 focused on the minimum number of years of experience requested, even if a range of years appeared in the position description. For example, the category of "two years (minimum)" combined phrases such as minimum two years of experience, two to five years of experience, or at least two years of experience. Most art libraries require some years of experience for the positions they advertised: only 8.3% of the positions did not require or prefer/desire some years of experience. The largest percentage of announcements (43.4) mentioned experience as required or desired without specifying any number of years. A call for a minimum of two years of experience required or desired appeared in 14.8% of the descriptions and another 13.3% sought at least three years of experience. Five years of experience was the next most commonly specified amount, in 9.5% of the descriptions. More than five

Table 11: MINIMUM NUMBER OF YEARS OF EXPERIENCE REQUIRED

		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
1 Year	Required	4		3	1	1			9	5.7
	Desired	1							1	0.6
2 Years	Required	13	1	2	2		2	2	22	14
	Desired	1							1	0.6
3 Years	Required	10		4			1	2	17	10.8
	Desired	2						2	4	2.5
4 Years	Required	2	1						3	1.9
	Desired								0	
5 Years	Required	4		8			1	1	14	8.9
	Desired	1							1	0.6
More than	Required	1		6				2	9	5.7
5 Years	Desired								0	
Experience, No	Required	22	1	14	16	2	3	3	61	38.9
Years Listed	Desired	4		2	1				7	4.5
Not mentioned		3	1	4	1	1		3	13	8.3

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years of experience was mentioned in 5.7% of the descriptions, most often for administrative positions.

Although 38.2% of the academic library positions required or desired experience without indicating how many years were expected, in another 52.9% of the descriptions these libraries were quite specific about the number of years of experience sought. Most commonly this ranged from one to five years. Libraries in the "Other" category also tended to be more specific about the number of years of experiences. Sixteen (41.0%) of the art museum libraries required or desired experience without enumerating years; another fourteen (or 35.9%) required either a minimum of five years or more than five years of experience. A strong majority (80.9%) of slide collections required or desired experience without specifying the number of years.

Judging from the position descriptions, many different types of experiences were expected of applicants for art library jobs. A compilation of these experiences forms Table 12. Reflecting their larger numbers, academic libraries and art museum libraries expected the greatest variety of experiences. Online database searching and cataloging experience were highly sought in the announcements, perhaps reflecting the proportionally large number of positions with reference and cataloging responsibilities. For 64 positions (40.8%), it was either required or desired that applicants have experience with online database searching. Cataloging experience was required or desired in an additional 31 (19.7%) position descriptions. Experience in administration or library management was required or desired also in 31 (19.7%)

Table 12: TYPE OF EXPERIENCE, BY TYPE OF PARENT ORGANIZATION

		Academic	Art. Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
Administration/	Required	6		10	6		1	3	26	16.6
lib. mgmt.	Desired	4			1				5	3.2
Program	Required	2							2	1.3
plan/mgmt.	Desired									
Strategic	Required	1		1				1	3	1.9
planning	Desired									
Supervisory/	Required	8		9	3			2	22	14.9
staff mgmt.	Desired	7					1	3	11	7
Budget	Required	2		2					4	2.5
management	Desired									
Fundraising	Required	1		2					3	1.9
	Desired	2							2	1.3
Facilities	Required	3							3	1.9
planning	Desired	1							1	0.6
Grant	Required			1					1	0.6
writing	Desired	1							1	0.6
Cataloging	Required	6		10	2		5	1	24	15.3
	Desired	6		1					7	4.5
Collection	Required	4	1		1			2	8	5.1
management	Desired						1		1	0.6
Collection	Required	7		2					9	5.7
development	Desired	5							5	3.2
Reference	Required	9		4	1				14	8.9
services	Desired	6							6	3.8
Circulation	Required									
	Desired	2							2	1.3
Technical	Required	1		5					6	3.8
services	Desired									
Curatorial	Required	2			2				4	2.5
	Desired				1			1	2	1.3
Bibliographic	Required	1							1	0.6
instruction	Desired	3							3	1.9
Special	Required			1					1	0.6
collections	Desired	1							1	0.6
Inter-library	Required							3	3	1.9
loan	Desired			1					1	0.6
Archives	Required	3		1	1				5	3.2
	Desired			1					1	0.6
Preservation/	Required									
conservation	Desired	1						1	2	1.3
Online/database	Required	12	1	11	5	1	2	11	43	27.4
searching	Desired	14		4	3				21	13.4
Audio-visual	Required	1			3				4	2.5
	Desired									
Visual resources	Required	2		1	6				9	5.7
collection	Desired					1			1	0.6
Professional	Required	7		4	1				12	7.6
lib. exp.	Desired						1		1	0.6
Public	Required	3		1					4	2.5
service	Desired	1							1	0.6
Other		6		4		1	1	4	16	10.2
Not mentioned		9	2	7	3	2		3	26	16.6

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announcements. Twenty descriptions (12.7%) expected some experience with reference, again perhaps in response to the many reference positions. The more general category of professional library experience appeared in 13 (8.3%) of the position descriptions. Twenty six of the announcements (16.6%) did not mention that the library sought any of these types of experiences.

The types of libraries in which experiences were expected to have been gained is revealed by Table 13. In 56.1% of the position descriptions, the type of library was not mentioned. Other libraries and art museum libraries tended not to specify the type of library experience: 12 of the 15 (80%) other library position announcements and 27 of the 39 (69.2%) art museum library advertisements did not mention it at all. In those descriptions including type of library experience, the libraries listed were quite similar to the types of libraries being examined in this study, and experience in the same type of library offering the position typically was expected. For example, 15 positions (71.4% of the total) in slide collections either required or desired experience in slide libraries and 21 (63.6%) of the 33 academic libraries requiring or desiring experience sought it in academic libraries.

Other Skills and Competencies

Table 14 shows other skills and competencies required or desired by employers. The skills and competencies in this table go beyond those developed by academic training or previous experience and consider more personal or attitudinal

Table 13: TYPE OF LIBRARY EXPERIENCE, BY TYPE OF PARENT ORGANIZATION										
		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
Academic	Required	13		1	1				15	9.6
	Desired	8	1		1	1		1	12	7.6
Research	Required	3		2				1	6	3.8
	Desired	1							1	0.6
Special	Required	4		2					6	3.8
	Desired			1					1	0.6
Art library	Required	2	1	5					8	5.1
	Desired	8							8	5.1
Architecture	Required	1					1		2	1.3
library	Desired	3							3	1.9
Museum	Required	6	1	3	1		1	1	13	8.3
library	Desired			4		2		1	7	4.5
Slide	Required	3		1	14				18	11.5
library	Desired	1			1				2	1.3
Archives	Required	1		1				2	4	2.5
	Desired									
General	Required	1		1				1	3	1.9
library	Desired					1	1		2	1.3
Art gallery/	Required						1		1	0.6
auction	Desired	1				1			2	1.3
Other		4							4	2.5
Not mentioned		35	2	27	6	2	4	12	88	56.1

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Table 14: OTHER SKILLS AND COMPETENCIES, BY TYPE OF PARENT ORGANIZATION

		Academic	Art, Public Lib	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N = 68	N = 4	N = 39	N = 21	N = 4	N = 6	N = 15	N = 157	
Oral communication	Required	27		12	1	1	1	10	52	33.1
	Desired						1		1	0.6
Written communication	Required	27		12	1		1	10	51	32.5
	Desired						1		1	0.6
Interpersonal	Required	27		16	1		1	7	52	33.1
	Desired	2					1		3	1.9
Organizational	Required	7		2		2	1	6	18	11.5
	Desired								0	
Administrative	Required	5		8		1	1		15	9.6
	Desired								0	
Supervisory	Required	4					1	2	7	4.5
	Desired	1						1	2	1.3
Leadership	Required	5		2			1		8	5.1
	Desired								0	
Planning	Required	2						2	4	2.5
	Desired								0	
Research	Required			2				1	3	1.9
	Desired								0	
Problem solving	Required	2		2				2	6	3.8
skills	Desired								0	
Professional skills	Required	2							2	1.3
	Desired	1							1	0.6
Fundraising	Required	1		2					3	1.9
	Desired								3	1.9
Record of scholarly	Required	5							5	3.2
productivity	Desired	2							2	1.3
Commit to scholarly/	Required	9		1	2			1	13	8.3
professional activity	Desired	1							1	0.6
Commitment to library	Required	5			2		1		8	5.1
technology	Desired	1							1	0.6
Commitment to	Required	9	1	2					12	7.6
public service	Desired								0	
Commitment to	Required	2							2	1.3
cultural diversity	Desired								0	
Ability to work	Required	2		2			1		5	3.2
independently	Desired								0	
Ability to work in team	Required	2						2	4	2.5
environment	Desired				1				1	0.6
Flexibility	Required	3						2	5	3.2
	Desired								0	
Energetic	Required			1			1		2	1.3
	Desired								0	
Editorial skills	Required					1		1	2	1.3
	Desired								0	
Other		3		3				2	8	5.1
Not mentioned		24	3	19	16	2	2	4	70	44.6

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characteristics of applicants. No skills from this table were mentioned in 70 position descriptions (44.6%). Interpersonal skills (required or desired in 55 positions, or 35.0%), oral communication (required or desired in 53 positions, or 33.8%), and written communication (required or desired in 55 positions, or 33.1%), all in a sense related and typically mentioned together in the advertisements, are the three most important mentioned, especially in academic libraries, art museum libraries, and other types of art libraries. Organizational and administrative skills were required in 18 (11.5%) and 15 (9.6%) positions, respectively. Another 14 (8.9%) required or desired a commitment to scholarly and professional activity; ten of these positions were in academic libraries. Most other skills are required (few are desired) in academic libraries and to a lesser extent in association/society libraries, with little focus on these skills in slide collections (16 of the 21 positions [76.2%] did not mention any of them) and art libraries in public libraries (three of the four positions [75%] did not mention any of these skills).

Salary

The position descriptions included a number of different approaches to salaries (Table 15). In some cases no salary amount was listed but salary was mentioned as being negotiable or commensurate with experience; in some cases a specific amount was mentioned, typically but not always as a minimum; in some cases a range was published with the actual amount depending upon the candidate's experience or qualifications. The phrase

Table 15: SALARY, BY TYPE OF PARENT ORGANIZATION

		Academic	Art, Public Lib.	Art Museum	Slide Collection	Corp./Busi.	Assoc./Soc.	Other	Total	Percent
		N=68	N=4	N=39	N=21	N=4	N=6	N=15	N=157	
Negotiable		4		1	1			1	7	4.5
Competitive		1	1		7	2	3	1	15	9.6
Commensurate with exper. & qualif.		13		5	5	3	3	6	35	22.3
Not mentioned		2		1	3	1			7	4.5
Minimum amount	mean	$29,014	$26,806	$31,007	$30,700		$28,250		$29,173	
	low	$18,000		$21,000	$17,500		$28,000		$22,261	
	high	$50,000		$50,000	$46,000		$28,500		$40,261	
Salary range										
Minimum	mean	$29,469	$22,704	$29,071	$25,119		$42,600	$36,322	$30,881	
	low	$14,581	$22,250	$14,851	$15,738			$22,698	$22,165	
	high	$46,000	$23,157	$44,964	$34,300			$61,643	$42,111	
Maximum	mean	$37,558	$31,964	$37,215	$32,011		$55,272	$45,363	$39,897	
	low	$21,622	$27,826	$21,622	$19,493			$32,700	$29,756	
	high	$62,352	$36,102	$62,352	$51,500			$80,138	$52,517	

"commensurate with qualifications and/or experience" appeared in 35 (22.3%) of the position descriptions, often in concert with a salary range, while another 15 (9.6%) of the advertisements listed the salary as "competitive." Seven position announcements (4.5%) described the salary as negotiable and another seven did not mention salary at all.

Academic institutions and art museum libraries, which offered the largest number of jobs, listed the largest number of minimum salaries, stated amounts, or salary ranges. The mean minimum salaries at these two types of institutions hovered around $30,000, with the salary for academic institutions at $29,014 and the salary for art museums at $31,007. The low-to-high minimum salary spread at both institutions was over $30,000: one could receive a minimum salary of as little as $18,000 at an academic institution or $21,000 at a museum or as much as $50,000 at either institution. This variation reflects the broad range of positions offered, from entry level to directorships. Salary ranges also were given in four of the slide collection jobs, with a mean minimum salary of $30,700. No position descriptions at corporation/business libraries or other types of art libraries listed minimum salaries; one art department at a public library and two association/society libraries listed minimum salaries.

At those academic institutions providing salary ranges (37 of the 68 or 54.4%), the mean minimum salary was $29,469 and the mean maximum salary was $37,558. For the 17 art museums advertising ranges (43.6% of the total), the mean minimum salary was $29,071 and the mean maximum salary was $37,215. Although

the mean minimum and mean maximum salaries forming the ranges were quite similar at both institutions, the range from low to high for minimum salaries exceeded $30,000 and the range from low to high for maximum salaries exceeded $40,000. Again, this variation reflects the broad range of positions offered. Only five of the 21 slide collections, or 23.8%, listed ranges. The mean minimum salary was $25,119 and the mean maximum salary was $32,011, three to four thousand dollars lower than the means of the salary ranges offered at academic institutions and art museums. Eleven of the 15 (73.3%) other art libraries advertised salary ranges. The mean minimum salary was $36,322 (the lowest minimum salary was $22,698 and the highest was $61,643) and the mean maximum salary was $45,363 (the lowest maximum was $32,700 and the highest was $80,138). These salary ranges, and especially the minima and maxima within the ranges, were driven considerably higher than those offered in other libraries by particular positions offered at the Getty Research Center and the Library of Congress.

SUMMARY AND CONCLUSIONS

This paper has revealed a number of characteristics about position announcements for professional art librarians in the United States from 1990 through 1994. The place to search for an art library advertisement is in the ARLIS NA/Update, especially if one is seeking a position as a slide collection/visual resources librarian or in an art museum. Many different position titles are listed in the advertisements. The greatest number and

percent of positions were for catalogers; next in number were head or chief librarians and slide librarians or curators. However, the plethora of titles means that the largest category (catalogers) was comprised of only 16 advertisements (or 10.2% of the total). Most library positions advertised during the five year period were associated with academic institutions, specifically universities; College and Research Libraries News, despite its title, was not the best source of advertisements. The next largest number of positions were offered at art museums and then slide libraries, most of which also were associated with academic institutions.

Geographically, jobs are most likely to be located in the Middle Atlantic or the South Atlantic regions of the United States. This reflects the concentration of academic institutions, art museums, art schools, and galleries in those two regions, particularly in New York City and Washington, D. C. General categories of position responsibilities (in decreasing order) are technical services, other services, personnel, public services, and administration. Specific job responsibilities are likely to include library services management (especially at academic institutions), budget planning, collection management, general staff supervision or evaluation (particularly at academic institutions and art museum libraries), student assistant supervision or evaluation (mostly at academic institutions and slide collections), non-professional staff supervision or evaluation (particularly at academic institutions and art museum libraries), and faculty/staff liaison duties (largely at academic

institutions). The responsibilities of a given position are not necessarily indicated by the position title. For example, while the titles of cataloger and reference librarian appeared in 10.2 and 8.3 percent, respectively, of the position descriptions, these responsibilities were expected in 51.0 and 54.8 percent, respectively, of the position descriptions.

An MLS degree, usually specified as being from an ALA accredited institution, generally is required no matter what type of art library position is offered. Most positions also require graduate or undergraduate degrees in art history or some sort of education in the arts and/or in the humanities. Academic institutions had the most requirements for advanced degrees in subject areas in addition to the MLS: the degrees typically called for were in art history. Art museums sought educational backgrounds similar to those requested by academic institutions but with less stress placed on the possession of a second Masters degree. In slide collections, a Masters degree in art history generally was more important than an MLS. Foreign language skills are somewhat important to art libraries, judging by the fact that they were sought in 45.2% of the positions. The languages most commonly identified were, in decreasing order, German, French, and Italian; also, a call for general skills in European languages often appeared. More than in other types of art libraries, slide collections and art museum libraries considered foreign language skills to be important.

Most art libraries did not require applicants to have skills with specific automated systems. The advertisements generally

described these skills as including "knowledge of computers," "computer literacy," "microcomputer-based technology" skills, or "familiarity with library automation." Positions for catalogers generally expected OCLC and online cataloging skills while positions for reference librarians tended to request RLIN and online searching skills. Specialized knowledge used primarily in cataloging and classification, including AARC2, LCSH, MARC, LC Classification, and Dewey Decimal Classification, was requested mostly by academic and art museum libraries. Familiarity with these skills was not listed in most advertisements because of their specialized applications.

Practically all position descriptions required or preferred/desired some years of previous work experience, although they do not necessarily mention a specific number of years. For academic libraries, some experience was sought in 65 of the 68 (95.6%) of the advertisements; when years of experience were enumerated (in 57.4% of the academic library advertisements) it was usually between one and five years. Art museums tended to require or desire either some experience or five years or more; slide collections generally sought experience without specifying years. Experiences in library related activities were specified by the vast majority (83.4%) of position descriptions, almost universally by academic institutions and art museums. Online database searching and cataloging experiences were highly sought by these art libraries, and some experience in administration or library management often was called for. The type of library in which experiences were been gained does not seem to be as

important as the kinds of experience gained, since library type was mentioned in less than half of the advertisements. When it was mentioned, it most commonly was in the same type of library that the advertised position was associated with. The type of library was especially unimportant for the other libraries and art museum libraries.

Other skills and competencies of applicants of a more personal or attitudinal nature were listed in over half of the position descriptions. Most commonly mentioned (and typically together) were interpersonal skills and skills in oral and written communication. These skills were more often included in academic art libraries, art museum libraries, and other art libraries advertisements than in slide collections or art departments in public libraries. The considerable range of salaries offered for the positions at art libraries included in this study was driven by the great variation in position titles and responsibilities. Salaries ranged from less than $15,000 to over $80,000, with averages at academic and art museum libraries hovering around $30,000, averages at slide libraries a few thousand dollars lower, and averages at other types of art libraries a few thousand dollars higher.

Two additional characteristics of the position announcements were revealed by this research. First, the position titles in the advertisements do not necessarily reflect the responsibilities employers have assigned to the positions. Although there was a plethora of different titles listed in the announcements, four were the most common--cataloger (16 positions

or 10.2% of the total), head/chief librarian (14 or 8.9%), reference librarian (13 or 8.3%) and slide librarian/curator (12 or 7.6%). Yet cataloging responsibilities were listed in 80 announcements (51.0%); general administrative responsibilities one would expect of a head or chief librarian appeared in 80 (51.0%) of the advertisements; reference responsibilities were found in 86 (54.8%) of the descriptions; and specialized materials management responsibilities associated with slide librarian/curator positions were listed in 55 (35.0%) announcements.

Second, the responsibilities employers assigned to the positions advertised were not necessarily reflected in the experiences they requested that applicants possess. Typically, it was more likely that responsibility for a particular library activity would be included in the announcement than experience in that area would be requested. As examples, 86 (54.8%) of the descriptions listed responsibility for reference but only 20 (12.7%) sought experience in it; 80 (51.0%) listed responsibility for cataloging but 31 (19.7%) sought experience in it; 30 (19.1%) listed responsibility for bibliographic instruction but only four (2.5%) sought experience in it; and 29 (18.5%) listed responsibility for in preservation/conservation but just two (1.3%) sought experience in it. In some cases the responsibility expected and experience sought were nearly the same: 34 (21.7%) of the position announcements listed responsibilities in library management while 31 (19.7%) sought experience in that area; 35 (22.3%) listed responsibilities for staff supervision or

management while 33 (21.0%) sought experience in that area. In a few cases, experience in a particular library activity was listed more often than responsibility: 64 (40.8%) announcements sought experience with online database searching but only 20 (12.7%) listed responsibilities in that area.

Although the types of positions and institutions included in this study varied considerably, a "typical" position announcement might read as follows. "An academic institution in the Middle Atlantic or South Atlantic region seeks a cataloger, head/chief librarian, or slide librarian/curator. Educational qualifications of the successful applicant include an MLS degree from an ALA accredited institution and an undergraduate or graduate degree in art history. Some previous work experience is desired. Knowledge of computer applications in libraries is expected, as are interpersonal skills and skills in oral and written communication. Responsibilities of the position include general library management or administration (such as budget planning and collection management) and staff supervision and evaluation. Salary is approximately $30,000 annually."

While the above description is rather generic, art library students, library science faculty, or art libraries may find it valuable in helping develop or revise a program of study or preparing a position announcement. The advertisements examined for this research paper suggest that the training of an art librarian (regardless whether the training is acquired through formal coursework or workshops and seminars) should include library services management (focusing on budget planning,

collection management, and staff and student worker supervision), cataloging, reference, and special materials management (especially for slide librarians/curators). Training in computer applications is increasingly important. The combination of an MLS and an art history degree (graduate or undergraduate) is particularly valuable; students may find it effective to enroll in "double degree" programs in which library science and art history degrees can be earned simultaneously (Robertson, 1992, pp. 118-89). This research paper also suggests that the advertisements could be written to more closely reflect the relationship between responsibilities expected and experiences sought.

Finally, a bit of caution for library science students hoping to land positions in art libraries: the opportunities in art libraries appear to be rather limited. An art librarian perusing the four periodicals examined for this research paper should expect to find an average of fewer than 40 positions listed annually. While other positions may appear in advertising venues focused on more regional, local, or internal institutional audiences, they are unlikely to be found in large numbers. Perhaps the best approach for an art library student is to avoid over-specialization and maintain flexibility. The areas of study suggested above are sufficiently general, in most cases, to provide training for employment in libraries other than the art library.

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APPENDIX 1

CODING OUTLINE FOR CATEGORIZING VARIABLES EXTRACTED FROM POSITION ANNOUNCEMENTS

SOURCE: AL ARLIS C&RLN LJ

YEAR: 1990 1991 1992 1993 1994

TYPE OF POSITION:

___ Director
___ Associate Director
___ Head/Chief Librarian
___ Fine Arts Librarian
___ Art Librarian
___ Assistant Art Librarian
___ Librarian
___ Associate Librarian
___ Assistant Librarian
___ Library Assistant
___ Slide Librarian/Curator
___ Head, Visual Resources Dept
___ Visual Resources Curator/Lib
___ Assoc Curator, Vis Resources
___ Information Resources Spec
___ Art Museum Librarian
___ Assistant Slide Curator
___ Assoc Libr for Tech Svcs
___ Technical Svcs Librarian
___ Systems Manager
___ Reference Librarian
___ Cataloger
___ Head/Principal Cataloger
___ Art/Architecture Librarian
___ Assistant Art/Archit Lib
___ Architecture Librarian
___ Archivist
___ Curator
___ Special Collections Curat
___ Associate Museum Librarian
___ Audio Visual Librarian
___ Art Collection Manager
___ Asst Chief, Prints/Photog
___ Other _____

TYPE OF PARENT ORGANIZATION:

___ academic institution (University, college, art school)
___ art museum
___ art department in public library
___ fine arts slide collection
  ___ in academic institution (Univ., college, art school)
  ___ in an art museum
  ___ in public library
___ corporate or business
___ association or society
___ other _____

LOCATION (region [check-off], state [circle]):

___ New England (CT, MA, ME, NH, RI, VT)
___ Middle Atlantic (NJ, NY, PA)
___ East North Central (IL, IN, MI, OH, WI)
___ West North Central (IO, KN, MO, MN, ND, NE, SD)
___ South Atlantic (DE, FL, GA, MD, NC, SC, VA, WDC)
___ East South Central (AL, KY, MS, TN)
___ West South Central (AR, LA, OK, TX)
___ Mountain (AZ, CO, ID, MT, NM, NV, UT, WY)
___ Pacific (AK, CA, HA, OR, WA)

RESPONSIBILITIES/DUTIES
Check-off if applies
Supervision (S)

___ Administration
- ___ library services management
- ___ collection management
- ___ facilities management
- ___ facilities planning
- ___ program management
- ___ program evaluation
- ___ program development
- ___ strategic planning
- ___ budget planning/implementation
- ___ grant writing
- ___ fundraising

___ Personnel
- ___ staff supervision/evaluation (type not mentioned)
- ___ professional staff supervision/evaluation
- ___ non-professional staff supervision/evaluation
- ___ student assistant supervision/evaluation
- ___ volunteer supervision/evaluation
- ___ other _____ supervision/evaluation
- ___ staff development/training (type not mentioned)
- ___ professional staff development/training
- ___ non-professional staff development/training
- ___ student assistant development/training
- ___ volunteer development/training
- ___ other _____ development/training

___ Public Services
- ___ Reference
- ___ Circulation
- ___ Bibliographic Instruction
- ___ Interlibrary loan
- ___ Research Services

___ Faculty/staff liaison

___ Technical Services
- ___ Cataloging/Classification
- ___ Acquisitions
- ___ Collection development
- ___ Retrospective conversion project

___ Computer systems
- ___ design/use of automated systems
- ___ management/maintenance of automated systems
- ___ database searching/automated sys/online searching

___ Serials management

___ Specialized materials management

___ Archives management

___ Preservation/conservation

___ Exhibition programs

___ Committee service

___ Audio-Visual services

___ Slide library

___ Professional development

___ Production of new materials (guides/pathfinders/slides)

___ Branch library services
___ Assist head librarian
___ Teaching courses
___ Weeding collection
___ Community service
___ Other _____
___ Not mentioned

QUALIFICATIONS

EDUCATION: Degrees Mentioned
Degrees required (R)
Degrees desired/preferred (D)

___ ___ MLS, ALA accredited
___ ___ MLS
___ ___ MA Art
___ ___ MA Art History
___ ___ MA Architecture
___ ___ MA Architectural History
___ ___ MA Museum Studies
___ ___ BA Art History
___ ___ BA Architecture
___ ___ BA Architectural History
___ ___ BA Museum Studies
___ ___ PhD
___ Other educational background in humanities or arts
___ Other _____
___ Degrees not mentioned

FOREIGN LANGUAGE SKILLS:
Languages required (R)
Languages desired/preferred (D)

___ French
___ German
___ Spanish
___ Italian
___ Chinese
___ Japanese
___ European languages (general)
___ At least 1 language
___ 2 or more languages
___ Foreign language, no enumeration
___ Other _____
___ Languages not mentioned

AUTOMATION SKILLS:
Skills required (R)
Skills desired/preferred (D)

___ OCLC
___ Dialog
___ RLIN
___ videodisc technology and imaging
___ CD-ROM
___ art history databases
___ online searching/automated systems
___ online cataloging
___ other _____
___ skills, not specified
___ not mentioned

SPECIALIZED KNOWLEDGE:
Required (R)
Desired (D)

___ AACRII
___ LCSH
___ MARC formats
___ LC Classification system
___ Dewey Classification system
___ Archival procedures
___ AAT (Art and Architecture Thesaurus)
___ Slide classification/cataloging
___ Art reference tools
___ Conservation/preservation
___ Other _____
___ Specialized knowledge not mentioned

PREVIOUS WORK EXPERIENCE:

Years of Experience (minimum)

___ 1 year
___ 2 years
___ 3 years
___ 4 years
___ 5 years
___ more than 5 years (_____ years)
___ years not enumerated
___ not mentioned

Type of Experience
Experience required (R)
Experience desired/preferred (D)
Oversee (O)

___ administration/library management
___ program planning
___ strategic planning
___ supervisory/staff management and training
___ budget management
___ fundraising
___ facilities planning
___ cataloging experience/classification
___ collection management
___ collection development
___ reference services
___ circulation experience
___ bibliographic instruction
___ special collections
___ archival processing
___ preservation techniques
___ visual resources collection
___ automated systems/database searching/online searching
___ audio-visual services
___ professional library experience
___ public service
___ technical services
___ curatorial
___ other _____
___ no mention of experience

Type of Library
___ academic library
___ research library
___ special library
___ art library
___ architecture library
___ museum library
___ slide library/visual resources collection
___ archives
___ art gallery/auction house
___ general library
___ other _____
___ no mention of type of library

OTHER SKILLS/COMPETENCIES:
Required (R)
Desired (D)
___ oral communication skills
___ written communication skills
___ ability to work independently
___ interpersonal skills
___ organizational skills
___ administrative skills

___ supervisory skills
___ leadership skills
___ planning skills
___ research skills
___ problem solving skills
___ editorial skills
___ professional skills
___ fundraising skills
___ record of scholarly productivity
___ commitment to library technology
___ commitment to scholarly and professional activity
___ commitment to public service
___ commitment to cultural diversity
___ commitment to team environment
___ energetic
___ flexible
___ other _____
___ no other skills mentioned

SALARY OFFERED:

Minimum (M)
___ specific amount: $_____
___ salary range: $_____
___ negotiable
___ competitive
___ commensurate with experience/qualifications
___ excellent
___ salary not mentioned